



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE) CONCEPTUAL FRAME 4 REVIEW



2021-22 School Year

BEDS Code	660900010011	
School Name	Traphagen School	
School Address	, Mt. Vernon, NY 10550	
District Name	Mount Vernon City School District	
School Leader	Carol Quinones-Smith	
Dates of Review	March 21, 2022	
School Accountability Status	<input type="checkbox"/> Priority School <input type="checkbox"/> Focus School	
Type of Review	<input checked="" type="checkbox"/> Conceptual Frame 4 Review (A district-led review of SOPs 2.3, 3.2, 3.3, 3.5, 4.2, 4.3, and 4.5)	
Review Team	Name	Affiliation/Title
Representative for the District responsible for the quality of the report and the adherence to DTSDE protocols	Dr. Monica George-Fields	<input type="checkbox"/> District Employee <input checked="" type="checkbox"/> District Outside Educational Expert
Additional members		
Superintendent	Dr. Waveline Bennett-Conroy	Mount Vernon City School District
Supervisor of Special Education	Dr. Joyce Coppin	
Standards Administrator for ENL & World Languages K-12 Dept.	Dr. Margarite Circello	
Director for Funded Programs and Grants	Marlon Stephenson	

School Information Sheet for Grimes School

School Configuration (<i>most recent data</i>)			
Grade Configuration		Total Enrollment	SIG Recipient
Types and Number of English Language Learner Classes (<i>most recent data</i>)			
# Transitional Bilingual		# Dual Language	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (<i>most recent data</i>)			
# Special Classes		# SETSS	# Integrated Collaborative Teaching
Types and Number of Special Classes (<i>most recent data</i>)			
# Visual Arts		# Music	# Drama
# Foreign Language		# Dance	# CTE
School Composition (<i>most recent data</i>)			
% Title I Population		% Attendance Rate	
% Free Lunch		% Reduced Lunch	
% Limited English Proficient		% Students with Disabilities	
Racial/Ethnic Origin (<i>most recent data</i>)			
% American Indian or Alaska Native		% Black or African American	
% Hispanic or Latino		% Asian or Native Hawaiian/Pacific Islander	
% White		% Multi-Racial	
Personnel (<i>most recent data</i>)			
Years Principal Assigned to School		# of Assistant Principals	
% of Teachers with No Valid Teaching Certificate		% Teaching Out of Certification	
% Teaching with Fewer Than 3 Years of Experience		Average Teacher Absences	
Student Performance for Elementary and Middle Schools (<i>most recent data</i>)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)	
Student Performance for High Schools (<i>most recent data</i>)			
ELA Performance at levels 3 & 4		Mathematics Performance at levels 3 & 4	
Global History Performance at levels 3 & 4		US History Performance at Levels 3&4	
4 Year Graduation Rate		6 Year Graduation Rate	
Regents Diploma w/ Advanced Designation		% ELA/Math Aspirational Performance Measures	
Overall NYSED Accountability Status (<i>most recent data</i>)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District		Focus School Identified by a Focus District	
Priority School			

Adequate Yearly Progress (AYP)

DID NOT MEET Adequate Yearly Progress (AYP) in ELA (<i>most recent data</i>)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Mathematics (<i>most recent data</i>)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	
DID NOT MEET Adequate Yearly Progress (AYP) in Science (<i>most recent data</i>)			
American Indian or Alaska Native		Black or African American	
Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander	
White		Multi-Racial	
Students with Disabilities		Limited English Proficient	
Economically Disadvantaged		ALL STUDENTS	

Identify the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):

- 1.

Information about the review

- The review was led by Dr. Monica George-Fields. The team also included a district representative, a district-selected Outside Educational Expert, a special education representative, a representative from the Bilingual Education office, and a representative from the Office of School Improvement.
- Due to the school's scheduling conflict, the review team did not visit any classrooms during the one-day review.
- Reviewers conducted focus groups with students and staff.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	Stage 4	Stage 3	Stage 2	Stage 1
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.	Tenet Rating	2
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Debriefing Statement:

The school leader works with teachers to establish students' goals and use the resource of time to ensure that teachers use their PLC time to look at students' work within their classes and grades. Teachers use the managing for results template to address the needs of the schools.

2.3 **The school is in Stage 2 for this Statement of Practice:** Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

The school leader arranged for the staff to PLC time twice a cycle. During one PLC Day, the teachers meet with the principal, and teachers use the second opportunity to meet alone. Teachers look at iReady data and other data points during the meeting time. The teachers examine the formative assessments and create students' groupings. The teachers also use the data to determine how to achieve their goals. However, teachers are unable to meet vertically during PLC time. This year, the school leader instructed teachers to focus on writing data. However, teachers looked at the writing but did not examine it vertically.

Area of Strength:

Individual teachers conferenced with students and informed them of the skills required to improve their writing. Teachers also use the RTI schedule to address the school's goals.

Areas for Improvement:

The school's resources of time and scheduling must produce opportunities for teachers to collaborate around curricula, instruction, and students' data needs.

Recommendations:

- By the first week of school, the principal must share the school review findings with the staff.
- By the first week of school, the principal must adjust teachers' PLC schedules to include vertical meetings and ensure that teachers can examine students' data across all grades, creating a common understanding of academic rigor and expectations.
- By the first week of school, the principal must identify PLC protocols teachers must use to create consistent practices across all classes.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.	Tenet Rating	2
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Debriefing Statement:

The school leader clearly understands how teachers should interact, engage with

instructional materials, and collaborate. However, teachers' current strategies and work descriptions demonstrate siloed practices within their individual classrooms.

Areas of Strength:

Teachers implemented the use of writing notebooks in their classes. The school leader also ensured teachers received extensive professional development in writing instruction.

Areas for Improvement:

When the review team spoke with teachers, the discussions about data and curricula were described across classes within each grade as collaborative; however, teachers work individually to identify strategies and practices best suited to address their students' achievement goals.

3.2 **The school is in Stage 2 for this Statement of Practice:** The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) monitored and adapted to meet the needs of students.

Recommendation: The school leader and teachers must identify ways to examine the instructional material to create lesson plans that result in teachers making common planning decisions.

- By September 30, 2022, the teachers will identify explicit common practices for prioritizing specific strategies within their planning to ensure a continuous rigorous course of instruction for students.

3.3 **The school is in Stage 2 for this Statement of Practice:** Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

Recommendation: Teachers must use a protocol that helps them follow data-driven instruction steps vertically across the grades to ensure a contiguous practice.

- By September 30, 2022, the school leader must identify a meeting protocol for teachers to regularly meet across the grades and discuss data, appropriate curricula, and planning.
- By September 30, 2022, the school leader must identify structured meeting sessions for classroom teachers to meet with ENL and special education teachers.

3.5 **The school is in Stage 2 for this Statement of Practice:** Teachers meet and discuss students' short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

Recommendation: The school leader must work with the teachers with a greater understanding of students' data, including reading levels, each assessment, and the effective ways to create and achieve students' goals, particularly those future 6th graders who did not show academic growth during the 2021-2022 school year.

- By September 30, 2022, all teachers must receive training on understanding students' reading levels so that they can appropriately plan lessons to support students' reading growth.
- By October 14, 2022, the school leader must identify the teachers who have demonstrated mastery of understanding and responding to data so that their classrooms serve as models for other teachers.

<p>Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.</p>	<p>Tenet Rating</p>	<p>N/A (no ratings are provided since classroom visits did not take place)</p>
<p>Debriefing Statement: The instructional practices teachers and students describe align with the school leader's vision for instruction but do not explicitly denote the specific components stated by the school leader. However, due to a school-based scheduling conflict, the review team could not visit classrooms to observe instruction in person.</p> <p>4.2 The school is in Stage 2 for this Statement of Practice: School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</p> <ul style="list-style-type: none"> The school leader explains the instructional approach to include a learning target, modeling, explicit instruction, students completing independent tasks, coaching when needed, small-group work, assessments, and reflections. However, although robust, teachers' descriptions of their instructional approach did not include assessments and reflections. Therefore, the school leader must outline and widely distribute a comprehensive approach to instructional practices that teachers must follow in every lesson regardless of subject, grade, or subgroup. <p>4.3 The school is in Stage 2 for this Statement of Practice: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</p> <ul style="list-style-type: none"> Teachers incorporate the Sheltered Instruction Observation Protocol, strategies for addressing English language learners' academic needs, which should be extended to all teachers and included in the daily core-curriculum instructional approach. <p>4.5 The school is in Stage 1 for this Statement of Practice: Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</p> <ul style="list-style-type: none"> Students described working with teachers to identify goals at the beginning of the school year. Most students stated that they met with teachers to create new goals when they achieved their goals. However, some students said their work is not always challenging due to misaligned instruction aligned with untimely goal-setting practices, or the goals do not correctly reflect students' academic abilities. Some students described using rubrics to monitor their work, while others were unfamiliar with the documents. The school leader and teachers must identify the rubrics students should access to monitor their achievements and progress. 		

Report Quality Assurance from the District

I certify that I have led this review on behalf of the district and assert that this District-led Review aligns with NYSED expectations and protocols.

Name	Dr. Monica George-Fields
Title	Lead Reviewer